

## Appendix E

### EDTEP 512, Spring 2009

#### Assignment #1: Creative Problem Solving and Learning

The purpose of this assignment is to have you think deeply about what and how arts activities “teach,” what skills and abilities they develop, and how these skills and abilities are relevant to other subjects and to the creation of well-rounded individuals. The assignment is also intended to give you practice in assessing where students are in their artistic development, in designing and conducting *educational* arts activities, and interpreting the results of those activities for an audience.

##### Part I.

1. Choose an arts activity from among those done in class on April 28. (The “Sticks and Stones” activity from last quarter may also be used.)
2. Figure out if/how you will modify the activity to make it age-appropriate for your students.
3. Do the activity with your students—you may choose whether to do the activity with a whole class, or with a small group of students, but you must work with at least 3 students. Document what happens during this activity (what you and students say and do—use notes, photos, and/or audio or video recording, as you are able), and collect any artifacts from the activity.
4. Describe the activity and analyze the results—specifically, what students produced (a selection of work from 3 students if you did the activity with the whole class). What does the work tell you about students’ learning and thinking? Use suggested readings to help you frame your analysis. Consult with one of us about your students’ work if you are not sure how to interpret it or what it shows.
5. Design a “next step” activity for your same student(s) that will help them further develop their creative thinking and skills. This can be a “relaunching” of the same activity (as in the “Ring Around the Rosy” example) or a new activity. Describe this activity and justify it as a logical next step based on your analysis of the first activity.
6. Description, analysis of student work (along with relevant artifacts), and proposed next activity are due the second class meeting (May 11).

We will get feedback to you on your proposed “next step” activity by the next Monday, May 18. (Feedback on the rest of the project may or may not come at the same time.) Once you’re clear on this activity, continue...

##### Part II.

7. Do your “next step” activity yourself or with a friend.
8. Do your “next step” activity with the same students who completed your first activity. Document and collect artifacts as in step 3.
9. Repeat step 4 above.

10. Design an interpretive exhibit that includes description and analysis of student work (along with relevant artifacts) from both your first and second activity. (We will talk more about this in class). This is due June 1. Include a one-page reflection on the experience of conducting the project.